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ABSTRACT

Findings from a study that examined the effects of partisanism on suburban school board elections in Canada are presented in this paper. The study focused on the effects of formal political parties and more loosely organized political slates on political aggregation in school board elections. Questionnaires were completed by 11 partisan school board candidates in 1987 school board elections held in the Burnaby and Delta school districts of Vancouver, British Columbia, Canada. Findings indicate that civil political parties and political slates in suburban school districts aggregated the educational attitudes and opinions of the candidates. Little relationship, however, existed between the candidates' personal characteristics and their choice of partisan group. Overall, candidates were intensely political people. Possible benefits of partisanism are greater voter mobilization and participation, increased information dissemination to voters, and more focus on the issues. Twenty-six statistical tables are included. (30 references) (LMI)

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The Effects of Partisanism in Suburban School Board Elections

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Paper Presented at the Annual Conference of the
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Perspectives

In the early years of the 20th century reform movements in the cities of United States and Canada succeeded in bringing about certain fundamental changes in school governance. These reform movements fought for and achieved the abolition of party politics in school affairs, a switch from ward elections to at-large elections, the scheduling of school board elections at times different from city council elections, and the lengthening of the term of school board members. Occurring at the same time as these changes in school board elections was the rapid growth in the power and prestige of the school superintendent. The purpose and result of these changes was the development of school governments which emphasized centralization, efficiency, professionalism, and above all, nonpartisanism.

The efforts of the reformers were so successful that by 1974 in the United between 80 and 85 percent of school board elections were conducted on a nonpartisan basis (Zeigler & Jennings, 1974). Similarly, a study done in Canada in 1978 found that 80 percent of the elections in the country's thirty largest school districts were nonpartisan contests (Nielsen, 1980).

For the past two decades, however, the election of school board members on a nonpartisan basis has come under increasingly critical review (McCaffrey, 1971; Stelzer, 1975; National Committee for Citizens in Education, 1975; Adkinson, 1978; Tucker & Zeigler, 1980; Wirt & Kirst, 1989). Critics point out that nonpartisan boards are generally conservative and socially unresponsive and they tend to be dominated by their professional staffs (Zeigler, Tucker & Wilson, 1977; Wirt & Kirst, 1989). A number of writers have argued that what school boards need to strengthen their hands in dealing with their professionals and in becoming more responsive to public needs is a hefty dose of party politics ((Stelzer, 1972; Jennings, 1975; Wirt & Kirst, 1989). Partisan elections in school districts would result in more competition for office, more incumbent defeats, more calls for policy changes by candidates, more issue differences between candidates, more challenge of professional staff, and more responsiveness to community demands. Above all, partisan elections would assist the processes of political aggregation and political articulation--two processes fundamental to responsive government. In terms of political aggregation,

the existence of political parties in school board elections would serve to aggregate into identifiable groups candidates' attitudes and opinions which presumably reflect the range of attitudes and opinions found among the general electorate. In terms of political articulation, the debate that occurs in a partisan election would serve to articulate and give voice to the attitudes and opinions held by the general public. Since a partisan election would provide for better political aggregation and political articulation, voters would likely have a clearer understanding of the ideological and policy choices available to them than is the case in a nonpartisan election.

The question of whether in fact political parties do aggregate the educational attitudes and opinions of candidates running for school board office has been only partly answered. In a study done in a large urban school district (Vancouver, Canada), Nielsen & Robinson (1980-81) found that the existence of civic political parties does serve to aggregate the educational attitudes and opinions of candidates running for school board office. Nielsen & Robinson found that the three civic parties contesting the Vancouver school board election did aggregate the educational attitudes and opinions of the candidates running for office. The three civic political parties presented the voters with distinctly different ideological and policy positions on educational questions. From these positions the voter could make a rational choice.

In a small-scale exploratory study, Robinson & Hansen (1981) investigated the question of whether partisan electoral contests in suburban school district elections assisted in the political aggregation of educational attitudes and opinions of candidates running for office. They found only moderate aggregation of attitudes and opinions by civic political party.

Since the Robinson & Hansen study was only an exploratory study, it was decided to conduct a new study which would be a broader investigation of the effects of partisanism in suburban school board elections. In this study not only were the more formal, longer-established civic political parties examined in terms of their effect on political aggregation in suburban school board elections, but so were the effects of the looser, more ephemeral type of political grouping--the political slate.

Objectives

This study investigated two major questions concerning partisan elections in suburban school districts. The first major question was: to what extent does the existence of partisan political groupings (civic political parties and political slates) serve to aggregate the educational attitudes and opinions of candidates running for office; and in doing so, present the voters with a clear choice of ideological and policy alternatives between the partisan groups?

Stated in another way, are candidates with similar educational attitudes and opinions attracted to a particular political group or are they distributed among all the political groups? Are civic political parties and political slates in suburban school board elections a means of aggregating candidates with similar attitudes and opinions or are they simply a mechanism that people of diverse views use to get elected?

The second major question investigated in this study was: are there differences in the extent to which civic political parties and political slates aggregate the educational attitudes and opinions of candidates running for school board office? In other words, are the educational attitudes and opinions of the candidates more successfully aggregated in those electoral situations where there are more formal, longer-established civic political parties; or, are the attitudes and opinions just as successfully aggregated in those electoral situations where there are the less formal, more recently-formed and less structured political slates?

Three specific aspects of the two major questions were studied. They were:

1. To what extent do civic political parties and political slates aggregate differences in the educational attitudes of candidates in terms of traditionalism and progressivism?

2. To what extent do civic political parties and political slates aggregate differences in the educational opinions of candidates on current issues?

3. To what extent do civic political parties and political slates aggregate differences in the candidates': a) personal characteristics (age, gender, level of education, occupational ranking); and b) political characteristics (party membership/non-membership)?

Data Sources and Methods

Data for this study were collected from the candidates who ran for office in the school board elections in Burnaby and Delta school districts held in 1987. Both these districts are in the suburbs of Vancouver.

Burnaby School District lies just east of Vancouver and has a population of about 140,000. The district's boundaries are co-terminous with those of the municipality of Burnaby. The Burnaby School Board is a seven-person board that is elected every two years in an at-large election which is held at the same time as the elections for mayor and municipal council (Note 1). For the past three decades elections in Burnaby for mayor, council and school board have been highly partisan contests between two well-established civic parties, the Burnaby Citizens' Association (BCA) and the Burnaby Voters' Association (BVA). The BCA was founded in 1956 and it is a self-professed leftist-centrist civic party. Most of its members support the

New Democratic Party provincially and federally. The BCA was founded in 1961 and it is a rightist party. Most of whose members support the Social Credit party provincially and the Progressive-Conservative party federally (The Province, November 12, 1981). In the 1987 elections, BCA and BVA each ran a full complement of candidates for mayoralty, council, and school board offices.

Delta School District lies south of Vancouver at the mouth of the Fraser River. The school district has a population of about 120,000 and its boundaries are co-terminous with those of the municipality of Delta. The Delta School Board is a seven-person board that is elected every two years in an at-large election at the same time as the elections for mayor and council (see Note 1). Up until the mid-1980s school board elections in Delta were nonpartisan contests. Candidates for school board ran as individuals. There were no civic parties or political slates. The budget restraint policies of the provincial government in British Columbia which prevailed in the mid-1980s gave rise, however, to the birth of political slates in Delta School District. First to be born was Trustees for Independent Management of Education (TIME). It arose as a leftist resistance to provincial government restraint policies and to perceived provincial government emasculation of local school district powers. Soon after, Fiscally Accountable School Trustees (FAST) emerged as a rightist response to TME. In the 1987 school board election, TIME fielded a political slate of five candidates and FAST fielded a slate of six candidates. In the election campaign, the TIME slate called for increased provincial funding of education, less local responsibility for funding education and more local autonomy for school boards. The FAST slate presented a platform of zero-based budgeting, sound management principles, and a fiscal policy of living within the bounds of provincial restraint (Surrey/North Delta NOW, November 18, 1987).

During the 1987 election campaign, each of the school board candidates in Burnaby and Delta was asked to complete a questionnaire which provided information on: 1) attitudes toward traditionalism and progressivism in education; 2) opinions on a number of current international, national, provincial, and local issues in education; and 3) personal characteristics (age, gender, occupation and level of education); 4) political characteristics (party support, party membership).

The responses from independent candidates who ran in each of the school board elections were eliminated from the study and only the responses from the partisan candidates in both Burnaby and Delta were analysed.

Results

Educational Attitudes of Candidates: Aggregation by Partisan Groups

The educational attitudes of the school board candidates were measured by their responses to the Education Scale VII (ES VII) which was developed a number of years ago by Kerlinger and Pedhazur(1967). The ES VII measures two independent factors in educational attitudes--Progressivism and Traditionalism. Progressivism is defined as:

> ...a set of educational beliefs that is characterized by emphasis on the needs and interests of the child; the freedom of the child and the teacher; permissiveness; life experiences as educative; quality of teacher and student; democratic citizenship; and physical, emotional, and social development and thus education of the "whole child" (Kerlinger, 1984, 23).

Traditionalism is defined as:

> ...a set of educational beliefs that focuses on ultimate truths and principles, the intellectual aspects and standards of education, subject matter, spiritual and moral values, tradition, discipline and the authority of the teacher, and education as preparation for further education and life (Kerlinger, 1984, 23).

Progressivism and Traditionalism are measured by a 30 item scale. For example, high Progressivism would be indicated by a "strongly agree" response to an item such as:

> We should fit the curriculum to the child and not the child to the curriculum.

On the other hand, high Traditionalism would be indicated by a "strongly agree" response to an item such as:

> Teachers should keep in mind that pupils have to be made to work.

The ES VII has been used widely in measuring educational attitudes of different groups such as teachers, students, professors, administrators, school trustees and the general public (Brown, 1974; Weinberg, 1977; McAtee & Punch, 1977; Bell & Miller, 1979; Nielsen & Robinson, 1980-81). Over time, a consensus has emerged that the ES VII has proven to be a valid and reliable instrument for measuring educational attitudes (Bledsoe, 1976; Kerlinger, 1984).

Findings. Tables 1 and 2 show that there were statistically significant differences between the two civic parties (BCA, BVA) in Burnaby in their Progressivism and Traditionalism scores. Similarly, tables 1 and 2 show that there were statistically significant differences between the two political slates (TIME, FAST) in Delta in their Progressivism and Traditionalism scores.

The results suggest strongly that the educational attitudes of candidates are aggregated by both kinds of partisan groupings--civic parties and political slate. Furthermore, the results occur in a politically predictable way. In the case of Burnaby, leftist BCA civic party had the higher Progressivism scores and the lower Traditionalism scores. The rightist BVA civic party had, on the other hand, the lower Progressivism scores and the higher Traditionalism scores. In the case of Delta, the left-leaning TIME political slate had the higher Progressivism scores and lower Traditionalism scores. The right-leaning FAST political slate had, however, the lower Progressivism scores and the higher Traditionalism scores.

Educational Opinions of Candidates: Aggregation by Partisan Groups

The Burnaby and Delta school board candidates were asked to give their opinions on 33 items dealing with current international, national, provincial, and local issues in education. A total of 22 items were taken from previous international and national surveys (Canadian Education Association, 1984; Gallup, 1987). Sixteen of these items dealt with major problems facing schools and six of the items dealt with ways of improving schools. The remaining 11 items were constructed specially for this study and dealt with provincial and local educational issues relevant at the time of the elections.

Findings. In Burnaby, there were statistically significant differences between BCA and BVA on nine of the 33 items. In Delta, there were statistically significant differences between TIME and FAST on 16 of the 33 items. The results indicate that the educational opinions of candidates do aggregate by both civic political party and by political slate; but the aggregation is greater by political slate. This is particularly true for opinions on provincial and local issues. A close inspection of tables 11 to 26 (which deal with 11 provincial and local issues) reveals statistically significant differences between the political slates of TIME and FAST in Delta on eight of the 11 provincial and local issues. On these same issues, the civic parties of BCA and BVA in Burnaby differed significantly on only two of the 11 issues.

Personal/Political Characteristics: Aggregation by Partisan Groups

Do certain civic political parties attract certain kinds of candidates? Do certain political slates attract certain kinds of candidates? In other words, is there a tendency for civic parties and political slates to aggregate differences in the personal and political characteristics of the candidates?

Findings: There were no statistically significant differences between BCA and BVA in Burnaby in terms of the age, gender, occupational status, or educational level of the candidates. The same was true in Delta. The candidates for TIME and FAST did not differ significantly in terms of age, gender, occupational status or educational level.

In terms of political characteristics, all the 14 candidates for BCA and BVA in Burnaby were active card-carrying members of a provincial political party. All the BCA candidates were members of the New Democratic Party. The seven BVA candidates were members of either the Liberal (three), Progressive-Conservative (two) or Social Credit (two) parties.

In Delta all five TIME candidates were declared supporters of the New Democratic Party with three of the five candidates being card-carrying members. Similarly, all six FAST candidates were declared Social Credit party supporters with five of the six candidates being members of the Social Credit party.

Conclusions

In their earlier study Nielsen & Robinson (1980-81) found that civic political parties did aggregate the educational attitudes and opinions of candidates running for office in urban school districts. The results of this study would now seem to suggest that the same is true for civic political parties in suburban school districts. In addition, the existence of political slates also serves to aggregate the educational attitudes and opinions of candidates running for office in suburban school districts.

The study provides evidence as well that there is little relationship between personal characteristics of candidates and their choice of partisan group. Persons of a particular age group, gender, occupational status or educational level are not attracted to any particular party or slate. Of particular interest is the fact that the less formal, less well-established, and looser form of partisan group--the political slate--is just as effective in aggregating differences in educational attitudes and opinions among school board candidates as is the more formal, longer-established, and tighter form of partisan group--the civic political party. Indeed in this study, the political slate type of partisan group was more effective in aggregating differing educational opinions on provincial and local issues than was the civic political party. Why this would be so is not totally clear. The answer probably relates to the concepts of pluralist bargaining and ideological bargaining in politics first enunciated by Peterson (1976) in his study of school politics in Chicago. Pluralist bargaining is characterized by political participants' behavior which is concerned with preserving or enhancing their electoral interests. As a result, pluralist bargaining focuses on developing alliances and the compromising of differences among participants. Ideological bargaining is characterized by political participants' behavior which sees issues as conflict over fundamental principles and which rejects compromise. The political ideologue is convinced of the correctness of his or her position and is not likely to stray from it for the sake of political gain.

It seems reasonable to suggest that pluralist bargaining is likely to be more characteristic of the longer-established civic political party while ideological bargaining is likely to be more characteristic of the more recently-established political slate. If this is true, then it is not surprising that political slates would exhibit greater aggregation of opinions than is the case with civic political parties. The truth of the matter is that most political slates must compromise the differences among their members if they want to survive and achieve any of their objectives. Documentation for this phenomenon is provided by Morgan & Robinson (1976) who describe how a radical, "back to the basics" education reform movement in Vancouver had to compromise some of its principles in order to to gain electoral success in Vancouver school board elections. If political slates do not abandon ideological bargaining in favor of pluralist bargaining, their political life will be short and they will not achieve the reforms they seek. This has been described well by George Plunkitt, the Tammany Hall politician, who said that reformers, who spring up from time to time,

> ...were mornin' glories-- looked lovely in the mornin' and withered up in a short time, while the regular (political) machines went on flourishin' like fine old oaks (Riordon, 1948, p. 23).

The results of the study also indicate that the candidates in the suburban school district elections in Burnaby and Delta were intensely political people. In Burnaby, 100 percent of the candidates for both parties were active members of a provincial political party as were eight of the eleven (72.7%) candidates in Delta. In contrast, political party membership in British Columbia runs below ten percent among the general public (Blake, 1991). It seems reasonable to suggest that the candidates in Burnaby and Delta saw running for school board as an outlet for their political energies. For some, it would likely be the start of their political careers as other research has shown that serving on the school board is a intensely politicizing experience which can induce persons to seek higher political office at the provincial or federal level (Robinson & Stacey, 1984). Increasingly, school boards (and their municipal council counterparts) have become "farm teams" on which political players are groomed for the "big leagues" of provincial and federal politics.

Implications

The question of whether school board elections should be nonpartisanism or partisan contests is a question that is receiving a good deal of attention these days. The advocates of nonpartisan elections argue that politics has no place in education at the local level. On the other hand, the advocates of partisan school board elections point out that nonpartisan school governments are not nonpartisan at all. These governments make allocative decisions which favor or disfavor certain elements in the community. As such, these decisions are intensely political. A system of

partisan school board elections would remove the nonpolitical mask of nonpartisanism and bring to the electorate's attention the fact that educational decisions are intensely political decisions.

The fact of the matter is that more and more school board elections in urban and suburban Canada are becoming partisan contests (Higgins, 1986). This is particularly true in Quebec and British Columbia, two areas of Canada which have historically had high levels of political discord in education (Townsend, 1988). The big question is whether the growth of partisanism in school board elections in Canada will be a boon or a bane. The evidence from this study, coupled with evidence from other sources, would seem to suggest partisanism in school board elections may provide some benefits to school districts. These benefits would include: 1) increased mobilization and participation of voters; 2) increased information to voters; and 3) increased focus on issues.

The existence of partisan groups in an election serves to mobilize voters and increase the participation of citizens in the political process. Political groups, such as political parties, choose candidates, provide publicity, and raise public consciousness of issues. This is particularly important in larger school districts where it is difficult for an individual citizen to have any impact on political issues and outcomes. Political parties provide a means for the citizen to have an input and a potential impact.

In any election campaign, voters need information on the candidates and the issues. In partisan elections, party or slate identification is the chief guide the voter has in knowing the position a candidate holds. In the absence of partisan groups, where do voters get the information they need to decide among the candidates? In smaller school districts, this may not be a problem as the "politics of acquaintance" can operate, but in large urban and suburban school districts lack of information on candidates can be a serious problem. Without partisan groups, the voter has to choose among individual candidates about which he or she has little knowledge. Partisan elections overcome this problem as the party or slate label provides a guide to the voter on where the party or slate stands on the various issues being debated during the election.

The development of more partisan contests in school board elections would tend to make the election campaigns more issue-oriented and less personality-oriented. In nonpartisan contests, issues tend to be overshadowed by the personalities and styles of the candidates. The de-emphasis of the political party as a legitimate and important referent for voting provides an incentive for individual candidates to emphasize their personal qualities or to stress one "hot issue" (Sorauf, 1972). On the other hand, political parties and slates serve to aggregate candidates' attitudes and opinions on issues. This results in a clearer articulation of the issues because each party or slate develops a known position on the issues.

Concluding Statement

The growth of partisan contests in school board elections in Canada means that ideological differences in the community will be brought more into the exposed arena of political debate. The educational attitudes and opinions of people in the community will become aggregated and articulated through political party or slate activity. The voter will then be in a position to make a rational choice among the parties or slates. The choice may be a liberal or conservation one, a progressive or traditionalist one. In any case, the choice would be rational, based on which party or slate best reflects the voter's preference in terms of competing ideologies.

Table 1

t Test of Significant Differences in Means by Civic Party/Political Slate on Progressivism Factor on the ES VII

Burnaby

BCA		BVA			
x	SD	x	SD	t	p
92.00	7.62	71.17	8.40	-3.98	.00

df=13

Delta

TIME		FAST			
x	SD	x	SD	t	p
87.60	11.44	63.00	10.58	3.70	.01

df=10

Table 2

t Test of Significant Differences in Means by Civic Party/Political Slate on Traditionalism Factor on the ES VII

Burnaby

BCA		BVA			
x	SD	x	SD	t	p
58.40	4.08	69.83	9.48	-2.58	.02

df=13

Delta

TIME		FAST			
x	SD	x	SD	t	p
61.80	7.73	70.83	4.45	-2.44	.04

df=10

Table 3

t Test of Significant Differences Between Means by Civic Party on the Biggest Problems Facing Burnaby Schools

Problems	BCA		BVA			
	x	SD	x	SD	t	p
1. Pupils' lack of interest	2.00	1.41	3.33	1.03	1.74	.12
2. Crime/vandalism	1.75	.96	3.50	.84	3.07	.02
3. Lack of discipline	2.25	1.26	3.93	.98	2.30	.04
4. Use of drugs	2.00	1.41	3.67	1.03	2.17	.06
5. Lack of proper financial support	4.50	.58	4.33	.82	-0.35	.74
6. Poor curriculum	1.75	.96	2.17	.98	.66	.53
7. Lack of proper facilities	3.50	1.29	2.50	.55	-1.72	.12
8. Racial problems	2.00	.82	2.33	1.03	.54	.60
9. Teachers' lack of interest	1.25	.50	2.83	1.84	1.65	.14
10. Classes too large	4.00	1.16	2.33	1.03	-2.39	.04
11. Parents' lack of interest	3.25	.96	4.00	.89	1.26	.24
12. Use of alcohol	2.00	.82	3.00	1.27	1.39	.20
13. Difficulty of getting good teachers	1.75	.96	2.67	1.21	1.26	.24
14. Poor administration at the district level	1.75	.96	2.00	1.27	.33	.75
15. Moral standards	1.50	1.00	3.20	1.17	2.37	.04
16. Lack of respect for teachers	1.75	1.50	3.17	.98	1.82	.11

df= 13

Note: Following are the rating possibilities for each problem: 5=Very serious problem; 4=Serious problem; 3=Moderate problem; 2=Minor problem; 1=Very minor problem

Table 4

t Test of Significant Differences Between Means by Political Slate on the Biggest Problems Facing Delta Schools

Problems	TIME		FAST			
	x	SD	x	SD	t	p
1. Pupils' lack of interest	3.00	1.58	2.67	1.03	.42	.68
2. Crime/vandalism	2.40	1.14	2.67	.82	-0.45	.66
3. Lack of discipline	1.80	.84	2.93	.75	-2.22	.04
4. Use of drugs	3.40	.89	2.50	1.38	1.25	.24
5. Lack of proper financial support	5.00	.00	2.33	.52	11.44	.00
6. Poor curriculum	1.40	.89	2.33	.82	-1.81	.10
7. Lack of proper facilities	3.00	1.41	2.17	.75	1.25	.24
8. Racial problems	2.40	1.14	1.50	.55	1.72	.12
9. Teachers' lack of interest	1.40	.89	1.67	.52	-0.62	.55
10. Classes too large	3.40	.55	1.67	.52	5.40	.00
11. Parents' lack of interest	3.60	1.67	2.67	1.63	.93	.38
12. Use of alcohol	3.20	1.10	2.33	1.51	1.07	.31
13. Difficulty of getting good teachers	1.00	.00	1.83	.75	-2.45	.03
14. Poor administration at the district level	1.00	.00	1.83	.75	-2.45	.03
15. Moral standards	1.40	.55	3.00	1.41	-2.37	.04
16. Lack of respect for teachers	2.00	1.73	3.17	1.33	-1.27	.24

df= 13

Note: Following are the rating possibilities for each problem: 5=Very serious problem; 4=Serious problem; 3=Moderate problem; 2=Minor problem; 1=Very minor problem

Table 5

t Test of Significant Differences Between Means by Civic Party on the Importance of Different Ways of Improving Burnaby Schools

Ways of Improving Schools	BCA		BVA			
	x	SD	x	SD	t	p
1. Devoting more time to teaching the basics	2.25	.96	3.33	.82	1.92	.09
2. Enforcing stricter discipline	2.75	1.50	4.00	.89	1.67	.13
3. Increasing amount of homework	2.75	1.26	3.00	.63	.42	.68
4. Instituting district-wide exams	1.75	.96	3.17	.75	2.63	.03
5. Emphasizing moral development	1.50	.58	3.67	.82	4.56	.00
6. Providing basic job training	2.00	.00	3.83	1.17	3.07	.02

df= 13

Note: Scale for rating the importance of each of the ways of improving schools is as follows: 5=very high importance; 4=high importance; 3=imoderate importance; 2=low importance; 1=very low importance

Table 6

t Test of Significant Differences Between Means by Political Slate on the Importance of Different Ways of Improving Delta Schools

Ways of Improving Schools	BCA		BVA			
	x	SD	x	SD	t	p
1. Devoting more time to teaching the basics	3.40	.89	4.17	.41	-1.89	.09
2. Enforcing stricter discipline	2.20	1.10	3.50	.55	-2.57	.03
3. Increasing amount of homework	2.60	.55	2.83	.75	-0.58	.58
4. Instituting district-wide exams	2.40	.89	3.86	1.03	-2.30	.04
5. Emphasizing moral development	3.40	1.67	3.83	1.17	-0.51	.63
6. Providing basic job training	4.20	.84	3.00	1.27	1.81	.10

df= 10

Note: Scale for rating the importance of each of the ways of improving schools is as follows: 5=very high importance; 4=high importance; 3=imoderate importance; 2=low importance; 1=very low importance

Table 7

t Test of Signficant Differences Between Means by Civic Party on Whether Burnaby Schools Have Improved, Stayed About the Same or Become Worse As Compared to Five Years Ago

BCA		BVA			
x	SD	x	SD	t	p
2.60	.58	2.00	1.00	1.08	.31

df=13
Note: Rating scale: 3=Improved; 2= Stayed about the same; 1=Become Worse

Table 8

t Test of Signficant Differences Between Means by Political Slate on Whether Delta Schools Have Improved, Stayed About the Same or Become Worse As Compared to Five Years Ago

TIME		FAST			
x	SD	x	SD	t	p
2.80	.45	2.00	.63	2.37	.04

df=10
Note: Rating scale: 3=Improved; 2= Stayed about the same; 1=Become Worse

Table 9

t Test of Signficant Differences Between Means by Civic Party on Grades Given Burnaby Schools

BCA x	SD	BVA x	SD	t	p
4.25	.96	4.00	.71	-0.45	.62

df=13
Note: Ratings are as follows: 5=A; 4=B; 3=C; 2=D; 1=Fail

Table 10

t Test of Signficant Differences Between Means by Political Slate on Grades Given to Delta Schools

TIME x	SD	FAST x	SD	t	p
4.20	.45	4.00	.63	.59	.58

df=10
Note: Ratings are as follows: 5=A; 4=B; 3=C; 2=D; 1=Fail

Table 11

t Test of Signficant Differences Between Means by Civic Party on Grades Given Burnaby Teachers

BCA		BVA			
x	SD	x	SD	t	p
4.75	.50	4.00	.71	-1.78	.09

df=13
Note: Ratings are as follows: 5=A; 4=B; 3=C; 2=D; 1=Fail

Table 12

t Test of Signficant Differences Between Means by Political Slate on Grades Given to Delta Teachers

TIME		FAST			
x	SD	x	SD	t	p
4.20	.45	4.17	.41	.13	.90

df=10
Note: Ratings are as follows: 5=A; 4=B; 3=C; 2=D; 1=Fail

Table 13

t test of Significant Difference of Means by Civic Party in Burnaby on Support or Opposition to Government Grants to Independent Schools

BCA		BVA			
x	SD	x	SD	t	p
1.25	.50	2.50	.84	2.66	.02

df=13
Note: Ratings are as follows: 3=In favor; 2=Undecided; 1=Opposed

Table 14

t test of Significant Difference of Means by Political Slate in Delta on Support or Opposition to Government Grants to Independent Schools

TIME		FAST			
x	SD	x	SD	t	p
1.00	.00	2.17	.98	-2.63	.03

df=10
Note: Ratings are as follows: 3=In favor; 2=Undecided; 1=Opposed

Table 15

t test of Significant Difference of Means by Civic Party in Burnaby on Support or Opposition to Compulsory Criminal Checks for Teachers

BCA x	SD	BVA x	SD	t	p
2.75	.50	2.83	.41	.29	.81

df=13
Note: Ratings are as follows: 3=In favor; 2=Undecided; 1=Opposed

Table 16

t test of Significant Difference of Means by Political Slate in Delta on Support or Opposition to Compulsory Criminal Checks for Teachers

TIME x	SD	FAST x	SD	t	p
1.60	.89	3.00	.00	-3.88	.00

df=10
Note: Ratings are as follows: 3=In favor; 2=Undecided; 1=Opposed

Table 17

t test of Significant Difference of Means by Civic Party in Burnaby on Support or Opposition to Prayer in Schools

BCA x	SD	BVA x	SD	t	p
1.00	.00	1.67	.82	1.60	.15

df=13
Note: Ratings are as follows: 3=In favor; 2=Undecided; 1=Opposed

Table 18

t test of Significant Difference of Means by Political Slate in Delta on Support or Opposition to Prayer in Schools

TIME x	SD	FAST x	SD	t	p
1.00	.00	2.00	.89	-2.48	.04

df=10
Note: Ratings are as follows: 3=In favor; 2=Undecided; 1=Opposed

Table 19

t test of Significant Difference of Means by Civic Party in Burnaby on Support or Opposition to the Adoption of a Voucher System

BCA		BVA			
x	SD	x	SD	t	p
1.00	.00	1.00	.00	.00	1.00

df=13
Note: Ratings are as follows: 3=In favor; 2=Undecided; 1=Opposed

Table 20

t test of Significant Difference of Means by Political Slate in Delta on Support or Opposition to Adoption of a Voucher System

TIME		FAST			
x	SD	x	SD	t	p
1.00	.00	1.33	.52	-1.43	.17

df=10
Note: Ratings are as follows: 3=In favor; 2=Undecided; 1=Opposed

Table 21

t test of Significant Difference of Means by Civic Party in Burnaby on Opinions About Present Level of Provincial Government Funding for Education

BCA		BVA			
x	SD	x	SD	t	p
3.00	.00	3.00	.00	.00	1.00

df=13
Note: Ratings are as follows: 3=Inadequate; 2=Adequate; 3=Excessive

Table 22

t test of Significant Difference of Means by Political Slate in Delta on Opinions About Present Level of Provincial Government Funding for Education

TIME		FAST			
x	SD	x	SD	t	p
3.00	.00	2.00	.00	2.57	.03

df=10
Note: Ratings are as follows: 3=Inadequate; 2=Adequate; 3=Excessive

Table 23

t test of Significant Difference of Means by Civic Party in Burnaby on Support or Opposition to Raising Local Taxes for Schools

BCA		BVA			
x	SD	x	SD	t	p
2.00	.00	1.50	.55	-1.79	.09

df=13
Note: Ratings are as follows: 2=In favor; 1=Opposed

Table 24

t test of Significant Difference of Means by Political Slate in Delta on Support or Opposition to Raising Taxes for Local Schools

TIME		FAST			
x	SD	x	SD	t	p
1.80	.45	1.17	.41	2.46	.03

df=10
Note: Ratings are as follows: 2=In favor; 1=Opposed

Table 25

t test of Significant Difference of Means by Civic Party in Burnaby on Whether the Provincial Government Should Have More Control Over Education

BCA		BVA			
x	SD	x	SD	t	p
1.00	.00	1.50	.55	.88	.41

df=13

Note: Ratings are as follows: 3=More control; 2=About the same; 1=Less control

Table 26

t test of Significant Difference of Means by Political Slate in Delta on Whether the Provincial Government Should Have More Control Over Education

TIME		FAST			
x	SD	x	SD	t	p
1.20	.45	2.00	.63	-2.37	.04

df=10

Note: Ratings are as follows: 3=More control; 2=About the same; 1=Less control

Notes

1. At the time of the 1987 school board elections in Burnaby and Delta the term of office for school board members was two years. Subsequent provincial legislation has changed the term to three years.

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